

# *The Bonner Senior Capstone* **Putting Community Engaged Signature Work Into Action**



*Bonner Fall Directors Meeting 2017*  
**Handouts and Worksheets**

***School:***

# Intended Outcomes

- Each school will make progress in thinking and planning to help their Bonners express the highest levels of development through an integrative capacity-building capstone project (with or without academic credit).
- Each school will work through approaches & models for how to shift their own Bonner Program and campus structures (i.e., partnerships...) in support of this goal.
- Each school and our network will take home tools, examples, and next steps.

## Communities of Practice

### *Group Plum*

Brown  
Christopher-Newport  
College of Charleston  
Davidson  
Ithaca  
Guilford  
IUPUI  
Morehouse  
Spelman  
Rhodes  
Rutgers-Camden  
Rutgers-New Brunswick  
TCNJ  
University of Houston  
University of Richmond  
UNC Chapel Hill  
Wofford

### *Group Rust*

Allegheny  
Berea  
Berry  
Birmingham-Southern  
Carson-Newman  
Centre  
Concord  
DePauw  
Earlham  
Emory & Henry  
High Point  
Lindsey-Wilson  
Lynchburg  
Mars Hill  
Maryville  
Oberlin  
Tusculum  
Warren-Wilson

### *Group Teal*

Bates  
Capital  
Edgewood  
Macalester  
Montclair  
Notre Dame of MD  
Pace  
Rider  
Rollins  
Siena  
Stetson  
Tulane  
Ursinus  
Washington & Lee

Note: underlined schools have participated in the cohort and/or have adopted expectations

# What is it?

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“Community Engaged Signature Work” or a Bonner Capstone requires just 3 things:

- **Work**: A significant project by the Bonner
  - by junior/senior year
  - individual or team based
- **Reciprocity**: A real community beneficiary or partner or an issue-oriented social action or project with a tangible purpose in mind
- **Learning**: Draws on and applies the student’s academic learning (with or without credit)

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## Think of a “star”

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Think about your *current Bonner senior and/or any alum* from your Bonner Program who did a rockstar project, during their junior and/or senior year.

*If you can't think of a past student, think of a current student who could have such a project.*



Activity

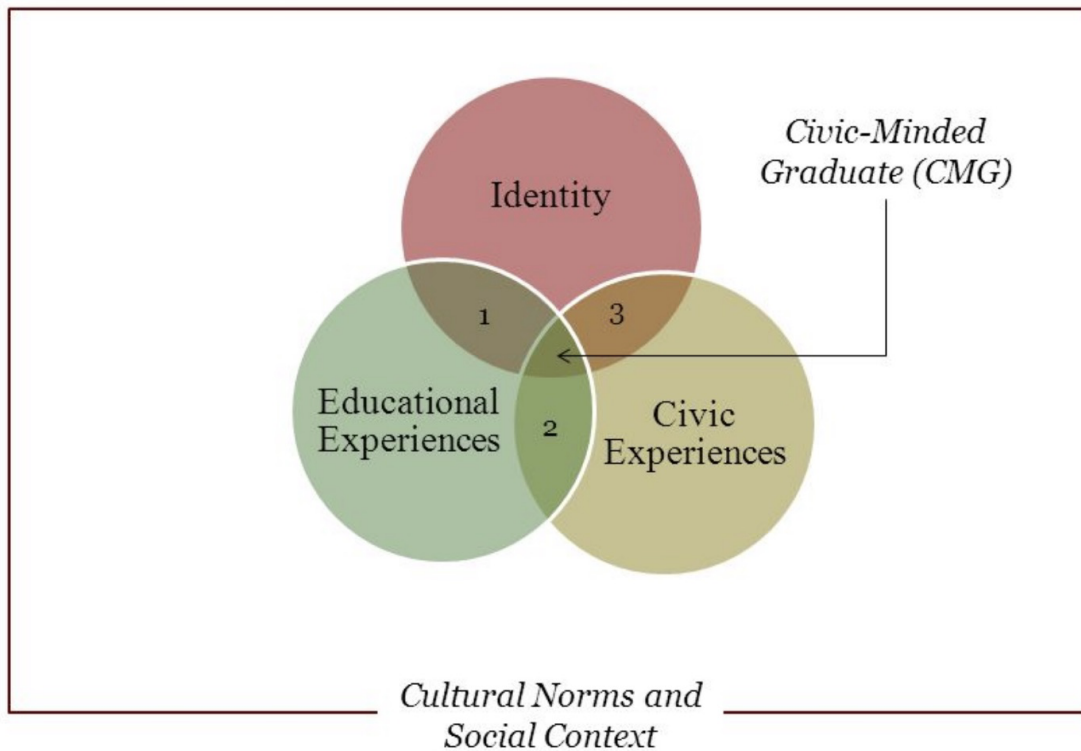


# Reflection and Discussion

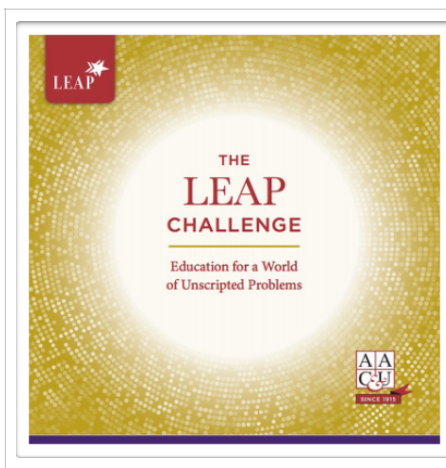
1. What was or could be the *project*? What was the *outcome (result)*?
2. What was or could be the *process* this student took (or could take) to connect his/her academic learning and the project?
3. How did the project (or could it) contribute to the person's *post-graduate trajectory* or next steps after graduation?



# The Civic-Minded Graduate



## Capstone = Engaged Signature Work ...



The LEAP Challenge calls on colleges and universities to build pathways where all undergraduates to complete a substantial “cross-disciplinary project in a topic significant to the student and society, as part of the expected pathway to a degree(AAC&U, 2016).

**How can you leverage these connections on your campus?**

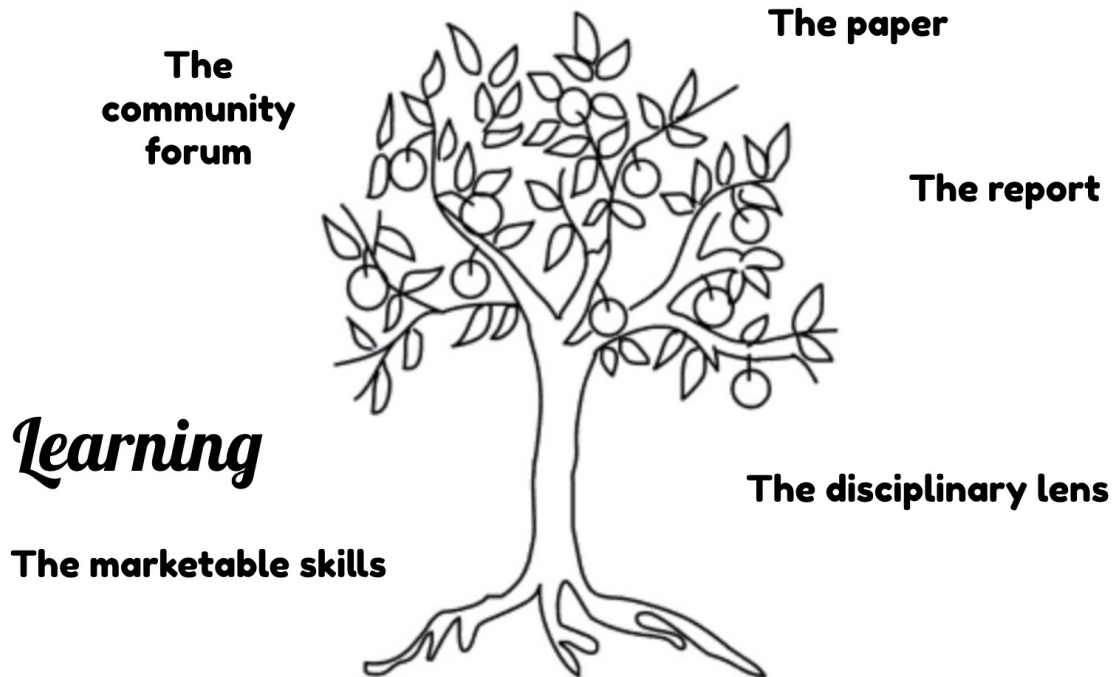
The Instruction Paradigm	The Learning Paradigm
Mission and Purposes	
Deliver instruction	Produce learning
Transfer knowledge from faculty to students	Elicit student discovery and construction of knowledge
Achieve access for diverse students	Achieve success for diverse students
Criteria for Success	
Inputs, resources	Learning and student-success outcomes
Quality of entering students and faculty	Quality of exiting students
Quantity and quality of resources	Quantity and quality of outcomes
Enrollment, revenue growth	Aggregate learning growth, efficiency
Teaching/Learning Structures	
Atomistic	Holistic
Time held constant, learning varies	Learning held constant, time varies
50-minutes lecture, 3-unit course	Learning environments
Independent disciplines, departments	Cross discipline/department collaboration
Covering material	Specified learning results
Grading within classes by instructors	External evaluations of learning
Private assessment	Public assessment
Degree equals accumulated credit hours	Degree equals demonstrated knowledge and skills

Source: Barr & Tagg, 1995

**Write down some areas that Bonner students gain “expertise,” as a result of their experience and your guidance? Write down ideas for how to use these frameworks in your discussions on campus.**

# The Capstone “Tree”

## *Impact*



## *Learning*

## *Purpose*

Why the student is doing this?

What question the community wants to answer?





# Examples...

## go to the Google Drive for more!

### Reducing Health Disparities in Our Youth

ANGELA JONES  
BONNER LEADER PROGRAM



COLLEGE of  
CHARLESTON  
BONNER LEADER PROGRAM

## Introduction

My senior capstone is based on a health intervention organized for Chucktown Squash after school program. The program was entitled the Squash Health and Wellness Fest. The duration of the program was 15 weeks and included informative yet interactive sessions, healthy snacks, and games. A pretest and posttest measured the students' overall progress.

I chose 5 specific health concerns/areas of improvement based on a joint assessment conducted with the students and program coordinator, Remy Starker. The 5 relevant health topics included:

1. The Importance of Fresh Fruits and Vegetables
2. How to Eat Healthy on a Budget
3. Hydration is Key
4. Hygiene
5. Sugar Consumption Reduction

The Health Intervention was constructed to provide useful knowledge about reliable and relevant health issues. The goal was to increase the students' awareness and encourage them to change specific health behaviors. I am grateful I had an opportunity to share the knowledge I gained from a degree in Public Health with my mentees. As a result, student will have the capacity to improve their overall quality of life and reach their maximum potential while playing squash on the courts.

## Methodology

Week 1-3: Mentor training reviewed the purpose of the program and leading by example with healthy lifestyle choices. Mentors identified our own strengths and interests and analyzed how we can incorporate them in order to enrich the scholars.

Week 4 (09/14/2016) We conducted a fitness test using the FitnessGram Pacer test, calculating BMI, crunches and flexibility. Students will be tested at the end of the semester to track progress and encourage further development.

Week 5 (9/19/16, 9/21/16, 9/23/16) Mentors completed a cultural competency training involving a poverty simulation and discussion.

Week 6-7 Hurricane Matthew Evacuation Preparation, so programming was shortened for the week.

Week 8-9 (10/17/16, 10/20/16) I conducted the first session of an intervention. I started with a pretest, containing a Likert scale and questions assessing attitudes toward various health topics. I presented a pretest about the Importance of Fresh Fruits and Vegetables, distributed a trifold, and facilitated a discussion about health eating habits, especially among the youth.

Week 10-11: I conducted the second session of an intervention called Chucktown Squash Health and Wellness Fest. I presented a pretest about eating healthy on a budget and distributed a comic trip for the students to take home. Students were instructed to write a paragraph long reflection, those who read aloud were rewarded with fruit leather, a tasty but nutritious snack containing 1 serving of fruit and no added sugar.

Week 12 (11/10/16) I conducted the third session. I presented on the Importance of hydration, false advertisements that do not promote water consumption, and a module for behavior change. We used fruit infusion to make water more appealing. Water was infused with watermelon, strawberries, lemon, oranges, mint, and kiwi. Students calculated how much water they should drink each day and set a goal based on BMI. Students wrote a reflection viewing to make water related behavior changes based on the information given in the session.

Week 13 (11/17/16) I conducted the fourth session of an intervention: I gave a presentation on hygiene and handwashing. I encouraged the scholar's creativity by dividing 4 groups to create advertisements for handwashing. The winning group received a prize. We played performed improv related role play scenarios including a person, place, and problem related to hygiene. A brief mime game demonstrated the World Health Organization's 5 steps of hand washing.

Week 14-15 (12/01/16) I conducted the fifth session of an intervention. I gave a presentation on 'The Truth about Sugar' and then led a discussion about future behavior changes to reduce adolescent sugar consumption. We played a game where teams guess the amount of sugar in various food items such as soda, candy, cereal, fast food salads, and juice. Afterwards, we played Jeopardy to review content from all 5 sessions.



## Conclusion

I conducted a post-test, containing a likert scale and questions assessing attitudes toward health topics discussed in the intervention. Student's awareness and attitudes of the 5 health concepts increased by 23%.

Throughout the health intervention I was able to connect with the students and understand why they were making certain health decisions and then improve the behaviors with valuable knowledge.

As a result I was able to connect three key areas my own passion and interest. I addressed social issues such as lack of access to fresh fruits and vegetables (food deserts). At the time the closest grocery store to most of the students' the BLO on meeting, was replaced. The key factors in impacting a health behavior change are a supportive environment, awareness, and the behavior change itself. I incorporated all three into my intervention to ensure effectiveness.

With a minor in sociology, I witness the connection between personal health and social determinants. Those in underserved communities experiences health disparities at an increased rate. In most cases health behavior is influenced by media, environmental conditions, and family. Many acquired behavior are cultural and generational. As a mentor to growing adults, it is my responsibility to share the skills and knowledge I have gained from Public Health because an individual's education and socioeconomic status has direct relationship with their health status. This includes access to quality care and access to knowledgeable resources which lead to making informed health decisions.

## Special Thanks

CCE Staff, Domenico Ruggerio, Stephanie Visser, and Bonner interns, Remy Starker, CofC's Health and Human Performance Department, and the outstanding Chucktown Squash Scholars.

## Urban Culture or the Growth of Supermarkets?: The Creation of Food Deserts in Urban Low Income Communities

Siena College Bonner Service Leader and American Studies Capstone

Shae-Leigh Paparella-Voorhees

Faculty Advisor: Karen Mahar, Ph.D.

### Abstract

The city of Albany has never had a strong tradition of agriculture that led healthy food to low-income neighborhoods. The purpose of this paper is to determine how the historical status of supermarkets and food stores have impacted food access in low-income neighborhoods. Through the research of grocery and present day it has provided context as to why low-income neighborhoods like Arbor Hill are food deserts. The creation of supermarkets during the mid-20th century gave rise to high volume stores, which kept food prices low in suburban areas, and the lack of food stores in small stores in urban centers like Albany.

### The Importance of Access to Healthy Foods

In 2010, the CDC estimated that 1 in 10 Americans live in a food desert. It was estimated through the 2010 census that a total of 1.8 million people live within food deserts, 81.2% of which are in urban areas.

- Lack of food store access
- A person's income level is not healthy food. The fruits and vegetables.
- Higher rates of being overweight and obese, especially in children.
- Income to finance. Access to the types of diabetes, heart disease, asthma, stroke and cancer.
- Increase the annual cost of healthcare.

### Construction of Arbor Hill

- Arbor Hill, Albany, 1948-1950, a small area that was built in 1948. It was a small area that was built in 1948. It was a small area that was built in 1948.
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### White Flight and its Connection to Food Access in Arbor Hill

- Research that food deserts also developed with the people moving into suburban areas.
- Suburban expansion allowed for supermarkets to move to an area that was safer, for both the store and people.
- This means that Arbor Hill is both low income as well as a food desert.

### Cultural Importance of Small Stores

Arbor Hill does not have any large supermarkets, but the community does have numerous corner stores and bodegas.

- Cultural benefits
- Small convenience stores
- In areas where no supermarket is available, it is critical to have food stores.
- Provides an area to meet and gather with other residents to discuss individual and community issues.
- Food that is available to the community.
- Potentially customers can buy in bulk because they know and have a relationship with the owner.
- Some of the languages spoken.
- Some of the languages spoken.
- Some of the languages spoken.
- Some of the languages spoken.
- Some of the languages spoken.

### Recommendations

- Food stores should not be replaced with large supermarkets, they are the heart of the neighborhood.
- Food stores need to be healthy community supportive foods for their neighborhood as an affordable price.

#### Heritage Food

- I have created a small guide that explains how I would like to proceed with small stores in urban settings. I find it to be important that the stores create a section that includes "Heritage Food" section.
- Culture and background can be important.
- People connect with each other as that they are food and the background of the people.
- Understand who lives in the neighborhood, food, history and traditions.
- Educational aspect that educates on culturally important foods.



### Heritage Food

#### The Rationale

It is important that small stores such as corner stores or bodegas in low-income areas, and healthy food is an affordable price, but they also need to be culturally relevant. This means the store "heritage foods." These foods are part of the proper heritage and history of the people. This means that a fundamental historical perspective should have small stores that sell food that is culturally relevant to the community. Through the culture, one can be empowered and empowered to use it to the best of their ability. It is important that the store is a place where people can connect with their culture and their community. It is important that the store is a place where people can connect with their culture and their community. It is important that the store is a place where people can connect with their culture and their community.

#### How to Incorporate Heritage Foods

Heritage foods need to be established within the small stores as it is a double-edged sword. In doing so the community needs to be involved. Research needs to be conducted to understand the different cultures that live within the neighborhood so that they can be incorporated into the store. It is important that the store is a place where people can connect with their culture and their community. It is important that the store is a place where people can connect with their culture and their community. It is important that the store is a place where people can connect with their culture and their community.

### Heritage Food

#### Arbor Hill Neighborhood of Albany, NY

The Arbor Hill neighborhood of Albany, NY has a long history of being a large African-American community. There are small percentages of Caucasian and Asian populations as well. This means that when considering what types of healthy foods that should be incorporated in Arbor Hill small stores, they need to be relevant to the culture of African-Americans, Caucasians, and Asians.

In addition to including foods that are culturally relevant to the culture that the small stores serve, it is important to provide an educational aspect regarding the food. This can be the history of the food and its relevance to the culture, or it can be a recipe card. For customers to take and try. Through providing an educational aspect, it reflects the aspect of healthy culturally relevant foods to small stores in low-income, urban settings.

### Heritage Food

#### African American Heritage Food

The heritage food that emerges for African-Americans is directly related to the history of slavery. Many of the foods that are important to their culture, were brought over from Africa. Some were used to make many of the dishes that are part of it as some that were not used for their culture, and some were used to make dishes that were not used for their culture. Some were used to make many of the dishes that are part of it as some that were not used for their culture, and some were used to make dishes that were not used for their culture. Some were used to make many of the dishes that are part of it as some that were not used for their culture, and some were used to make dishes that were not used for their culture.

## HERITAGE FOOD

Incorporating culturally relevant food in urban, low income small stores



75% 1

OF FOOD DESERTS ARE IN URBAN SETTINGS

MILE OR MORE SEPARATES PEOPLE FROM SUPERMARKETS THAT SELL HEALTHY FOODS WHEN LIVING IN AN URBAN FOOD DESERT

## CREATING A HERITAGE FOOD PROGRAM

A HERITAGE FOOD PROGRAM WOULD ALLOW FOR HEALTHY FOODS TO BE CENTRALLY LOCATED FOR LOW-INCOME, URBAN POPULATIONS WITHIN THEIR NEAREST SMALL STORES.

THIS MEANS ALLOWING FOR A HIGHER CALORIC INTAKE OF HEALTHY FOODS, BEING BOUGHT AT A LOCATION THAT IS CULTURALLY RELEVANT TO THE NEIGHBORHOOD.

### THE BENEFITS OF A HERITAGE FOOD PROGRAM:

1. A SENSE OF PLACE. A LARGE SUPERMARKET IS NOT THE SAVOR FOR THE NEIGHBORHOOD NOR IS IT TAKING UP AVAILABLE SPACE, DISLOCATING MANY.
2. RECOGNITION AND CONTRIBUTION OF PEOPLE LIVING WITHIN THE NEIGHBORHOOD. THEY ARE ABLE TO EXPRESS THEIR CULTURE THROUGH FOOD AND WHERE THEY SHOP.
3. CULTURAL RELEVANCE AND EDUCATION. THE FOOD THAT IS BEING SOLD IS RELEVANT TO THE CULTURES THAT LIVE IN THAT NEIGHBORHOOD. THIS MEANS INCLUDING AN EDUCATIONAL ASPECT THAT EXPLAINS THE IMPORTANCE OF THE FOOD OR RECIPES FOR THE SPECIFIC FOODS BEING SOLD.

# 4 Main Models

for approaching campus and program change

**Review the approaches on the next few pages.**

- ***Co-Curricular:* Enhancing the Bonner Junior/Senior Year and POLs**
- ***An integrative requirement:* a structured experience and/or course**
- ***Coupling:* linking with existing academic structures, like senior/honors projects**
- ***Hybrid:* Bridging across available structures (interdisciplinary programs, minors, etc.)**



**Identify which is best for your campus context.**



# Co-Curricular

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- *Leverage your Bonner Program.* Use co-curricular trainings. Good fit for well-developed sequential programs.
- *Enhance the Senior Presentation of Learning.* Beef up advising and reflection work so that students take on a significant project and present it to others.
- *Share the POIs to gain visibility* on campus, such as with Provost and key faculty, building credibility for its rigor. Use as a stepping stone to credit-bearing model!  
(*Carson-Newman, Stetson*)

# Integrative Requirement

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- *Link with an established structure or create one* like a course or series of meetings over at least one semester.
- *May involve “seminar” or course.* May work with a minor targeted at Bonners.
- *Assign a staff member to work with the seniors.* Best to create as a distinct, autonomous structure that can involve Bonners and other students.
- *Build capacity for 1-1 advising.* Create forms and processes. (*Siena*)

# Coupling

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- *Link with existing academic structures* such as senior or honors projects.
- *Leverage general education*, interdisciplinary programs, or majors that have capstones.
- *Good for schools that are taking on significant curriculum changes* that can be experiential or community engaged.
- *Direct attention and time to creating avenues of cooperation* and communication across departments and with faculty. (*Allegheny*)

# Hybrid

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- *Bridge across available opportunities* and work concurrently to develop them (i.e., minor or certificate in leadership, poverty, public health)
- *Develop clear working criteria* that position students to do significant project with their Bonner site or another partner and get credit or recognition for it in other avenues.
- *Be really clear about what is going to count* or not; more individualistic than programmatic (*Birmingham-Southern*)



## Complete this Short Self-Study for Your Campus

1. **Relevant Knowledge:** Key stakeholders at our institution, including faculty and senior academic leaders, understand the potential of a capstone as a high-impact practice for enhancing student learning. The concept of a community-engaged capstone has resonance or potential resonance for our campus.

Level 1	Level 2	Level 3	Level 4	Level 5
Capstones are not a prevalent model on our campus. The knowledge of faculty and staff in how to build them is limited. There is resistance to community-engaged research and scholarship.	Capstones are not a prevalent model on our campus. The knowledge of faculty and staff in how to build them is limited. We could benefit from additional learning and models.	Our institution has some academic programs with capstones but very limited examples of community-engaged work. We can build a model to demonstrate its potential.	Our institution has a few academic programs with capstones. A case can be made for increasing community-engaged capstones. We have some allies.	Our institution has a number of academic programs with capstones. Increasing community-engaged capstones fits well with institutional priorities. There is strong support across units.

**Relevant strategies to improve:** Provide evidence, share scholarship, do Reading Group, share student stories and work, engage faculty as allies

2. **Infrastructure:** Our center and/or those who work with it (i.e., faculty colleagues, other department leaders) have the infrastructure to develop a capstone component for Bonner Scholars and Leaders and/or other engaged students. Infrastructure includes the ability to dedicate staffing, create structures for advising, and broker projects with partners.

Level 1	Level 2	Level 3	Level 4	Level 5
Center staff and faculty leadership (including Bonner Coordinator) are constrained in building these supports into the Bonner Program and ongoing management. Infrastructure is challenged.	Center staff and faculty leadership (including Bonner Coordinator) face hurdles in building supports into the Bonner Program and ongoing management. Advising and other systems (i.e., e-portfolios) are weak.	Center staff and faculty leadership (including Bonner Coordinator) could build these supports into the Bonner Program and ongoing management. Advising and other systems (i.e., e-portfolios) could be developed.	Center staff and faculty leadership (including Bonner Coordinator) are building these supports into the Bonner Program and ongoing management. Advising and other systems (i.e., e-portfolios) is being developed.	Center staff and faculty leadership (including Bonner Coordinator) currently build these supports into the Bonner Program and ongoing management. Advising and other systems (i.e., e-portfolios) are in place.

**Relevant strategies:** Staffing levels, advising structures, meetings with partners (and students and faculty) to define projects

- 3. Institutional Culture:** At our institution, elements of the culture such as artifacts (mission, plans, etc.), policies, and structures support the integration of capacity-building projects. Additionally, there are clear and visible supports for community-engaged research and scholarship, including for students and faculty.

Level 1	Level 2	Level 3	Level 4	Level 5
Evidence points to clear barriers in institutional culture, including gaps in rhetoric and policies. There is little recognition of individual work nor structured opportunities for visibility. Community engagement is devalued.	Evidence points to clear barriers in institutional culture, including gaps in rhetoric and policies. There are pockets of recognition of individual work, but not structured opportunities for visibility.	Evidence points to some barriers in institutional culture, including gaps in rhetoric and policies. There are emerging mechanisms for recognition of such work, but not structured opportunities for visibility.	Evidence of a supportive institutional culture include related statements in the mission, strategic plan, and policies. Some structures for recognition and visibility are in place.	Evidence of a supportive institutional culture include related statements in the mission, strategic plan, and policies. Visibility for engaged projects occurs through structures like an annual celebration of student research.

**Relevant strategies:** Stories of impact and student work, campus displays, awards, celebrations, research and project grants, supportive faculty rewards

- 4. Center Leader Positionality:** The center and designated administrative leadership (staff and/or faculty) are recognized for their knowledge, skills, and expertise in community engagement and community engaged teaching and learning pedagogies. They are included in broader institutional processes designed to integrate such work.

Level 1	Level 2	Level 3	Level 4	Level 5
The center and its staff face challenges with institutional identity. Evidence that the work is valued is weak. Center leadership are rarely included in related broader initiatives.	The center and its staff face challenges with institutional identity. Evidence that the work is valued is spotty. Center leadership are rarely included in related broader initiatives.	The center and its staff have elements of an institutional identity, but that identity is shifting. There is some evidence that the work is valued, such as reports or plans. Center leadership is sometimes included in related broader initiatives.	The center and its staff have elements of clear institutional identity. There is evidence that the work is valued, including in institutional reports. Center leadership is sometimes included in related broader initiatives.	The center and its staff have a strong institutional identity. There is evidence that the work is valued, including in institutional reports and in the active inclusion of the center and its staff in related broader initiatives.

**Relevant strategies:** Titles, reporting lines, inclusion in campus change efforts, links to publicly valued documents (strategic plan, reports)

- 5. Community Partner Development:** For our institution, partnerships include schools, organizations, and government entities that desire to engage students in capacity-building projects. Communication and management mechanisms are able to elicit these requests and connect them with relevant students, faculty, and others.

Level 1	Level 2	Level 3	Level 4	Level 5
We have few or no stable community partners with whom we are engaging students in a developmental experience that includes capacity-building. We do not elicit or track requests.	We have a few stable community partners with whom we are engaging students in a developmental experience that includes capacity-building and can link with capstones. We are not able to elicit requests very well.	We have a few stable community partners with whom we are engaging students in a developmental experience that includes capacity-building and can link with capstones. We elicit requests but not in a systematic, routine way.	We have some stable community partners with whom we are engaging students in a developmental experience that includes capacity-building and can link with capstones. We elicit requests annually.	We have enough stable community partners with whom we are engaging students in a developmental experience that includes capacity-building and can link with capstones. We elicit and document requests routinely and annually.

**Relevant strategies:** Partner retreats, partner focus groups, multiyear site plans, trainings with partners (on developmental model, CBR, etc.), consistence of students positions (seen in BWBRS)

- 6. Student Involvement:** Our Bonner Program and broader center have structures – such as site structure, student leadership roles, trainings, and advising – that intentionally supports students to engage in capacity-building roles and that can link with capstones.

Level 1	Level 2	Level 3	Level 4	Level 5
Little intentional structures like Bonner Meetings, advising and 1-on-1s, training and/or courses, and stated expectations are in place to support this work. Most of our students do not do these projects.	Little intentional structures like Bonner Meetings, advising and 1-on-1s, training and/or courses, and stated expectations are in place to support this work. A few graduating seniors do this on their own.	A few intentional structures like Bonner Meetings, advising and 1-on-1s, training and/or courses, and stated expectations are in place to support this work. A few graduating Bonner seniors do a capacity-building capstone.	Some intentional structures like Bonner Meetings, advising and 1-on-1s, training and/or courses, and stated expectations are in place to support this work. Some of our graduating Bonner seniors do a capacity-building capstone.	Intentional structures like Bonner Meetings, advising and 1-on-1s, training and/or courses, and stated expectations are in place to support this work. Most or all of our graduating Bonner seniors carry out a capacity-building capstone.

**Relevant strategies:** Changes to Bonner Class Meetings, course for Bonners, training on CBR and undergraduate research, expectations (handbook), advising structures, forms



# How to identify projects

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How do you build in conversations with partners to identify, record and share their requests?

**Share and Discuss:**

**Consider:**

- ☐ Capacity-Building Form
- ☐ Partner Retreats
- ☐ Partner Focus Groups
- ☐ Site Visits
- ☐ Emails and Binders
- ☐ Partner Training  
(Student Developmental Model, CBR, etc.)
- ☐ Brokered meetings involving student, partner, staff, and faculty
- ☐ Individual matchmaking





# Reflect, Share, and Plan

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- **Credit:** Are there ways on your campus that your students could get credit for this experience?
- **Faculty:** What are the best ways on your campus to get faculty investment and linkages to your Bonners' project?
- **Core:** What are ways on your campus to create or shift the institutional culture to move this work from the periphery to the center (i.e., building visibility and awareness)?

## Share and Discuss:



### Consider:

- ☐ **Majors (existing courses/capstones)**
- ☐ **Lab courses (STEM)**
- ☐ **General Education**
- ☐ **Minors, Certificates, or Concentration**
- ☐ **Independent Study**
- ☐ **Faculty advisors (recruited individually by students)**
- ☐ **Emerging pathways**
- ☐ **Using mechanisms like the Carnegie Community Engagement Classification to propel change**



# Let's Discuss Implications

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- What method of gathering partner requests works for us?
- What are the implications for training?
- What are the implications for advising?
- What are the implications for student leader/intern roles?



## Share and Discuss:

### Consider:

- ☐ Engaging Site Leaders
- ☐ Engaging Individual Students
- ☐ Faculty Fellows
- ☐ Junior Class Training
- ☐ Senior Class Training
- ☐ Sophomore Year Recommitment and Meetings
- ☐ Advising questions and forms
- ☐ "Personal Development Plans"
- ☐ E-Portfolios



# Return to your Self-Study

## Activity

- How can you move the needle?
- Prioritize areas for most investment of time and strategy.
- What other resources and supports are desired?



## Share and Discuss:

### Consider:

- ☐ Reflect on your model and its implications
  - ◆ Co-Curricular
  - ◆ Integrative Requirement
  - ◆ Coupling
  - ◆ Hybrid
- ☐ Turn back to your Self-Study questions and pick some areas to work on this year
  - ◆ Relevant knowledge
  - ◆ Infrastructure
  - ◆ Institutional Culture
  - ◆ Center Leaders Positionality
  - ◆ Community Partner Development
  - ◆ Student Involvement

